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ABSTRACT

This classified, annotated bibliography of recent works on multicultural education was compiled from an ERIC computer search and from manual searches at various university libraries. Each reference is listed in one of eight topical areas. These include: bibliographies on multicultural education; rationale and theory; program strategies; models; curriculum development; teacher education and training; community involvement; and evaluation and testing. Citations are accompanied by brief (usually under 100 words) annotations. (GC)

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MULTICULTURAL EDUCATION
An Annotated Bibliography

Dr. Jose A. Cardenas

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Foreword

The following bibliography was compiled from an Eric computer search and a manual search at various university libraries.

The limited amounts of materials in multicultural education denotes a drastic need for more research and dissemination of information concerning this topic.

It is hoped that in the next few years additional information in this field and the processing of information in libraries and clearinghouses will result in a greatly expanded bibliography.

Appreciation is extended to Ms. Martha Cotera, Austin, Texas, who acted as Chief Researcher in this project.

*Jose A. Cardenas
April 1976*

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BIBLIOGRAPHIES ON MULTICULTURAL EDUCATION

Adams State College, Center for Cultural Studies. Readings for Understanding Southwestern Culture. Alamosa, Colorado: Adams State College, 1963.

ERIC # ED 015796 (1968)

This collection of papers has been prepared to help the teacher understand the problems related to the child's development of culture and personality; includes: second language learning values, cultural relationship, cross cultural training, cultural differences.

Altus, David M., compiler. Bilingual Education, A Selected Bibliography. December 1970. 228 p.

ERIC # ED 047853

The bibliography was compiled to provide access to the latest research findings and developments in the area of bilingualism and bilingual education. Part I of the publication contains 176 citations, with abstracts, which have appeared in all "Research Findings in Education" issues through June of 1970.

Altus, David M., compiler. Bilingual Education, A Selected Bibliography. Las Cruces: New Mexico State University, 1970. 22 p.

Part I contains citations and abstracts which have appeared in "Research in Education" pertaining to bilingualism and bilingual education.

American Diversity: A Bibliography of Resources on Racial & Ethnic Minorities for Pennsylvania Schools. Pennsylvania Department of Education. Harrisburg: Bureau of General and Academic Education, 1969. 237 p.

This annotated, graded list arranged by subject areas identifies resources to implement curriculum studies related to: Afro-Americans, American Indians, Jewish Americans, Mexican Americans, Oriental Americans, Puerto Ricans and others.

Annotated Bibliography of Multi-Ethnic Curriculum Materials. Nebraska State Department of Education, 1975. 11 p.

ERIC # ED 103512

Each entry includes: title, author, editor, copyright date, publisher and description and level of use. Available through Title IV EEO Project.

Gritter, Winnabelle. Annotated Bibliography of Bilingual/Bicultural Books in Spanish and English. Grand Rapids, Michigan: Grand Rapids Public Schools, 1973. 124 p.

Library and classroom resource lists. Books in Spanish and English dealing with cultural understanding, Spanish-speaking countries, and problems of Spanish-speaking people in the U. S. Classified by reading interest level, kindergarten through adult.

Guide to Teacher Education Programs for Bilingual/Bicultural Education in U. S. Colleges and Universities. Austin: DCBBE, 1975. 44 p.

A listing by state of institutions of higher education, providing courses, programs, degrees or certification plans for teachers in bilingual/bicultural education. Information from the various states' departments of education academic year 1974-1975, and may be used as a guide for probable offerings during 1975-1976. The institution's address and a contact name are given, in addition to a capsule description of courses offered at the institution.

Index to Multi-Ethnic Teaching Materials and Teacher Resources. NEA. Washington: The Association, 1967. 18 p.

An annotated bibliography in four sections: (1) bibliography of multi-ethnic bibliographies of teaching materials and resources; (2) lists and catalogs of films, filmstrips, and other audio-visual aids; (3) teacher resources and materials developed by local school systems; and (4) teacher resources developed by other agencies.

Lee, Simi, Ed. Multicultural Curriculum Materials: A Resource for Teachers Phase I: English and Social Studies. 1972. 342 p.

ERIC # ED 081871

Curriculum is developed along 2 vectors: exploration of casual relationships in intergroup problems; and exploration of selected aspects of American history and culture in terms of minority sub-cultures.

Lightfoot, John. Multi-Ethnic Literature in the High School: A Mental Health Tool. Maryland: National Institute of Mental Health, 1973.

A basic English curriculum resource book and bibliography with annotations; intended as a basic tool for the literature teacher to design coursework relevant to an indigenous group, or to a multicultural context.

Materials Used in Bilingual Programs. New York City Board of Education.
Arlington, 1973. 17 p.

ERIC # ED 078721

Textbooks, educational materials, and audio-visuals used in New York City schools.

Neshitt, William A., ed. Data on the Human Crisis: Teachers Guide. Data on the Human Crisis: A Handbook for Inquiry. Albany: Center for International Programs and Comparative Studies, 1974.

ERIC # ED 092417

Major function of this handbook is to provide secondary level teachers with a collection of data on world problems that can be used for intra-cultural or multicultural classes; useful for sociology, ecology, history or world affairs courses.

Nichols, Margaret S. and O'Neill, Peggy. Multicultural Materials: A Selective Bibliography. 1974. 54 p.

ERIC # ED 104357

Adult materials concerning human relations and the history, culture and current social issues of Black, Chicano, Asian American, and Native American people.

Nichols, Margaret S. and O'Neill, Peggy. Multicultural Bibliography for Pre-School Through Second Grade: In the Areas of Black, Spanish-Speaking, Asian American, and Native American Cultures. 1972. 40 p.

ERIC # ED 104358

Reference guide to books and misc. materials for classroom use.

Pascual, Henry W., Salas, Jean and Swentzell, Rina. Bibliography of Material for Bilingual/Bicultural Instruction. Volume I. Santa Fe: New Mexico State Department of Education, 1973. 16 p.

Includes (1) professional materials of Mexican and Spanish history, Mexican American history and culture, education and vocabulary in the Southwest; (2) literature in Spanish (a few titles in English) aimed at elementary students; and (3) textbooks (subject areas other than language). List of publishers is also included.

Prosser, Michael. Major Books on Intercultural Communications. 1973.
31 p.

ERIC # ED 104729

Review of literature in intercultural communication. An overview of 68 books emphasizing theoretical and general texts.

Red, White and Black: (and Brown and Yellow): Minorities in America.
Briarcliff Manor, N.Y.: Combined Book Exhibit, 1970. 32 p.

Lists nearly 600 selected paperback books, art reproductions, films, and records relating to Afro-American history and culture, American Indians, Orientals, Spanish-speaking people, integration and other related problems.

Resource Materials for Bilingual Education, Revised Edition. Fort Worth (Texas)
Public Schools Bilingual Education Program. Austin: DCBBE, 1973. 200 p.

English-Spanish vocabulary games, songs, poems, and reading selections relating to various topics--days, months, seasons, plants, animals, etc. Materials can be abstracted to teach different subjects at various grade levels.

Spolsky, Bernard, ed. The Language Education of Minority Children: Selected Readings. Rowley: Newbury House, 1972. 218 p.

Writings on the language education problems of minority children to provide insight into areas of concern for teachers, administrators and students. Articles are divided into three sections: (1) multilingualism in the U. S., (2) bilingualism and bilingual education, and (3) language education in practice.

Teacher Training Bibliography An Annotated Listing of Materials for Bilingual/Bicultural Teacher Education. Austin: DCBBE, 1975.

The bibliographical entries are annotated and broken up into the following classes: descriptions of existing teacher training programs, cultural awareness programs, section students; language acquisition; includes many multicultural education entries.

Teaching Materials on the UN: An Annotated Bibliography for Elementary and Secondary Schools. New York: UN Assn. of the U.S., 1973.

This annotated bibliography is the result of an effort to facilitate and stimulate teaching about the United Nations by bringing together, from a wide variety of sources, materials recommended for school use by educational authorities. Special emphasis is placed on new developments in teaching about international understanding and extracurricular opportunities for student involvement. The bibliography is divided into the following categories: (1) curriculum aids for teachers including approaches and methods, curriculum units and promising practices, audio-visual material, and sources of information; student participation both within the classroom and beyond, including summer opportunities.

Weinberg, Meyer, compiler. The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Chicago: Integrated Education Associates, 1970. 544 p.

Focuses mainly on the Black child, with some stress on Mexican American, Puerto Rican, and Indian American children; some attention is given to children from Oriental, poor white, Jewish and European backgrounds. Great bulk of entries are from the last 70 years, but some go back to the colonial period. Section on Spanish-Americans includes studies on bilingualism. Also includes a 15-page section of bibliographies.

RATIONALE & THEORY

Abrahams, Roger D. and Troike, Rudolph, ed. Language and Cultural Diversity in American Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 327 p.

An anthology of essays on effects of the diversity of languages & cultures in U. S. education, especially as it relates to minorities. One section on applications as applied to bilingualism in Texas.

Alexander, Raymond Pace, et. al. "Perspectives on Global Education," Law in American Society. Vol. 2 No. 3, October 1973. pp. 2-5.

Six authors, viewing from their particular expertise, express the need to nurture and develop humanization qualities in children through global education.

Al-Rubary, A. Methodologies in the Teaching of Comparative and International Education. Paper presented at the Annual Convention of the Comparative and International Education Society. Washington, DC., March 21-23, 1974. 26 p.

ERIC # ED 109057

Author emphasizes that the field of comparative education has progressed from the process of data gathering on foreign systems to the study of comparative education as an academic discourse by itself and to an analysis of its application in improving teaching methods, improving the dissemination of useful materials and bibliographic control of these materials to educators interested in the field.

Ayala, Armando. Rationale for Early Childhood Bilingual Bicultural Education. Feb. 7, 1971. 17 p.

ERIC # ED 047869

The document presents a rationale favoring early childhood bilingual/bicultural education. In a review of the literature, the author points out the need for a bilingual approach to education in an effort to help non-English-speaking citizens lead more productive lives in our society. It is noted that there is opposition to this approach from the many investigators who claim that there is evidence linking native bilingualism with retardation and underachievement in schools.

Banks, James A. "Cultural Pluralism in the Schools" Educational Leadership. Vol. 32, No. 3., December 1974. 163 p.

Paper discusses the fear that cultural pluralism may replace "Melting Pot" myth. As the melting pot theory in education became the philosophical justification for cultural and ethnic destruction, the author fears cultural pluralism taken to its extreme could be used to justify racism, cultural genocide and warns that the school has a responsibility to teach core values (i.e. justice, equality, and human dignity).

Bauer, Evelyn. Bilingual Education in BIA Schools. Arlington, 1969. 16 p.

ERIC # ED 030089

Traces the development of bilingual education in the Bureau of Indian Affairs schools from the 1930's to the present.

Benedict, Ruth. Patterns of Culture. Boston: Houghton Mifflin Co., 1934. 290 p.

Comparative anthropological study of the cultures of three diverse societies: Pueblos of New Mexico (Apollonian Civilization), Dubuan Islanders (Paranoid Culture), and the Kurakrutl Indians of Vancouver (Dionysians) focuses on author's hypothesis that knowledge of how a culture works promotes that culture's increased control of its destiny.

Berry, J. W. Psychological Aspects of Cultural Pluralism: Unity and Identity Reconsidered. August 1974. 8 p.

ERIC # ED 100159

Paper on psychological and cultural value of pluralism in a nation in re: Canadian Government policies where cultural pluralism is supported and assimilation discouraged.

Brembeck, Cole and Hill, Walker H. Cultural Challenges to Education; the Influence of Cultural Factors in School Learning. Lexington: D. C. Heath and Company, 178 p.

Authors explore cultural characteristics and differences in order to apply them to educational planning. Divided into three parts: (1) cultural pluralism and the schools, (2) the challenge of diversity and conflict, and (3) can the school respond?

Burling, Robbin. Man's Many Voices: Language in Its Cultural Context.
New York: Holt, Rinehart and Winston, Inc., 1970.

Technical, but carefully explained book on language in culture.

Cardenas, Jose A. and Cardenas, Blandina. "Chicano - Bright-Eyed, Bilingual, Brown and Beautiful," Today's Education, Vol. 62, No. 6, September 1973, 83 p.

Dr. Jose A. Cardenas and Dr. Blandina Cardenas discuss educational inequities for Mexican American children. They propose an alternative system of education which is comparable with the economic, cultural, language, mobility, and perceptual characteristics of Mexican American children.

Cardenas, Rene and Fillmore, Lily Wong. "Toward a Multicultural Society," Today's Education, Vol. 62, No. 6, September 1973. 83 p.

Historically, the school was sometimes the first real contact between immigrant families and the new society they would be dealing with. Schools fostered uniformity and motivated students/parent to adapt quickly to "norms" imposed by the white-middle class majority. Through programs available today this is being both documented and changed.

Carnoy, Martin. Education as Cultural Imperialism. New York: David McKay, Co., Inc., 1974. 342 p.

A historical perspective as to the links between education and the preservation of special interest/dominant interest groups. Includes surveys on: education in India (1700-1930); West Africa, Brazil, Peru and the U. S. (1830-1970).

Combs, Arthur. To Nurture Humaneness. Washington, D.C.: NEA, 1970.

Deals with the issues of "humaneness" and "human" in the schools; introduces premise that young people today are seeking self-identity and interpersonal understanding and schools should not merely exalt careers and affluence; includes school organizational factors, curriculum development and human qualities.

Condon, Elaine C. "Bilingual/Bicultural Education," The Linguistic Reporter. Vol. 16, No. 10, December 1974. 5 p.

Sets forth certain facts about bilingual and multicultural education which are often misunderstood by educators and the public; speaks to the subject of "compensatory" U. S. quality program; cultural relevancy vs. militancy in cultural programs and speaks of the multi-ethnic pluralism which should be the educational ideal in the future.

"Education for Pluralism," Special issue Educational Leadership, Vol. 29, No. 2. November 1971.

Articles include: educational pluralism; need for deculturalization?, teaching ethnic minority students with a focus on culture; cultural difference and the melting pot ideology.

Espinosa, Marta. Cultural Conflict in the Classroom. Sacramento: Sacramento State College, 1971. 7 p.

ERIC # ED 054669

Teachers and school personnel must accept and appreciate the significant contributions that other languages and cultures have made and can make toward enriching the American way of life. A positive atmosphere toward the Mexican American must be established and the cultural gap must be bridged; total acceptance of the validity of another culture is what should and must be the end goal.

Friesen, John W. "Intercultural Education: Its Ground, Emphasis and Challenge," Journal of Teacher Education. Vol. 23, No. 2, Summer 1972.

Early educational attempts at ethnic/cultural education the author dismisses as compromise rather than revision. But as minorities grew increasingly vocal and studies determined the need for new teaching methods such programs are now becoming innovative. Discusses teacher aides programs, media programming.

Gere, Anne R. Multicultural Education: Perspective and Prospect. March 1975. 11 p.

ERIC # ED 103909

Paper argues that multicultural education highlighting minority groups cannot be isolated from curriculum as a whole.

Gleeson, Denis. "Theory and Practice in the Sociology of Paulo Freire," Universities Quarterly. Vol. 28, No. 3, Summer 1974. pp. 362-371.

This brief critique analyzes issues and questions in Paulo Freire's work on methodologies for subverting vicious cycles which create and maintain conditions of poverty and illiteracy, impeding the humanistic development of the person.

Henson, Kenneth T. "American School vs. Cultural Pluralism." Educational Leadership, March 1975. 405 p.

Comparison between British and American school systems concludes the following factors impede attempts to provide help to the cultural minority student in America: (1) American schools are too large; (2) American schools are too test oriented; (3) American schools lack respect; (4) American schools pamper students, especially members of minority cultures. Overview of the situation is that America goes to great lengths to encourage students to remain in school but fails to provide socially or culturally relevant curriculum.

Lambert, Wallace E. Language, Psychology and Culture. Stanford, California: Stanford University Press, 1972. 362 p.

21 essays dealing with measurement of bilingual competence, motivations of language learners, relationship of thought and language, role of learning in language development, relationship of bilingualism to intelligence, psychology of language and bilingualism, and influence of children's language style on teacher's evaluation of them as pupils.

Levinsky, Frieda L. Research on Bilingualism. Arlington: 1972. 74 p.

ERIC # ED 062839

Reports of research and ideas of several noted linguists. Topics include: goals of bilingual education programs, reasons for becoming bilingual, definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity.

Lopez, Thomas R. Jr. "New Mexico and Cultural Pluralism." Paper prepared for the Midwest Regional Meeting, Comparative and International Education Society, East Lansing, Michigan, April 16-17, 1971. 17 p.

ERIC # ED 067194

Cultural pluralism is discussed in terms of such factors as language, history of the people, terminology in connection with the Spanish population, cultural differences with regard to the rest of the U.S., religion, social mobility, and assimilation. Spanish American culture is compared to the Mexican American culture known elsewhere in the U. S. Bibliographical notes on some general historical works about Mexican Americans of the Southwest or of New Mexico are appended.

Pascual, Henry W. Topics on Bilingual/Bicultural Education. Santa Fe: New Mexico State Department of Education, 1973. 36 p.

Three prominent Southwestern educators present articles relating to the language, culture, and education of children in bilingual programs: Sabine R. Ulibarri, "Cultural Heritage of the Southwest"--a plea for the preservation of Spanish; Theodore Andersson, "Bilingual Education: American Experience"--reviews social and legislative experiences in bilingual education; Frank Angel, "Social Class or Culture?--A Fundamental Issue in the Education of Culturally Different Students" and "Culture vs. Deficit Factors in Educational Programming for Culturally Different Students."

Rosenburg, Max, coordinator. "Report--Education for Pluralism." Educational Leadership. Vol. 32, No. 3., December 1974. 221 p.

A review of fair/unfair treatment accorded women, the poor, and racial/ethnic minorities in U.S. schools. Topics include: excerpts from reports on Indian education; Mexican American education in the Southwest; sexist teaching; social studies textbook survey.

Salinas, Guadalupe, ed. Mexican Americans and the Desegregation of Schools in the Southwest. (Originally in Houston Law Review), Vol. 8, 1971. 929 p.

ERIC # ED 058983

"Cisneros v. Corpus Christi Independent School District" (1970), which established Mexican Americans as an identifiable ethnic minority group for purposes of public school desegregation, is looked upon as providing a basis for hope for better education of Mexican American children. Further legally oriented discussion topics include the historical background of the Mexican American, discrimination in areas other than education, non-judicial recognition of Mexican Americans, the Chicano school cases, factors leading to segregation of Mexican American children (i.e., residential segregation and ability grouping), and the future of Mexican American desegregation in terms of the Southwest generally and "Ross v Eckels--The Houston Situation." Included are references to 152 legal citations.

Saville-Troike, Muriel. Bilingual Children: A Resource Document. Arlington: Center for Applied Linguistics, 1973. 177 p.

Data necessary for personnel working with bilingual children to understand: (1) nature of language and its diversity, (2) how children learn first and subsequent languages, (3) cultural attitudes and practices which affect child's socialization and cognitive development.

Stoddard, Evelyn R. Mexican American Identity: A Multicultural Legacy.
March 1973. 65 p.

ERIC # ED 084061

Historical perspective on Mexican American identity as a dynamic image emerging from a continuous process of genetic and cultural variations from European and indigenous peoples.

Spicer, Edward H. Plural Society in the Southwest. Austin, Texas: DCBBE, 1970. 43 p.

Various ethnic groups in Southwest are described, interrelations of these groups are characterized and trends of change in these relations are delineated. Total of 42 ethnic groups listed, including 30 groups of Indians, five of Mexican heritage, five Anglo American and two Asian.

Taylor, Marie E. An Overview of Research on Bilingualism. Sacramento: California State Department of Education, 1970. 42 p.

Contents include a definition of bilingualism, types of bilinguals, research related to intelligence of bilinguals vs. monolinguals, bilingualism and biculturalism, levels involved in acquiring bilingual proficiency, research into possible factors related to language learning, phonological problem and prediction of success in language learning.

Topics on Bilingual/Bicultural Education. New Mexico State Department of Education. Santa Fe: New Mexico, (no date).

Collection of papers including: "Bilingual Education: The American Experience" traces involvement since 1840, provisions and intent of Bilingual Education Act, assessment of present program and 37 item bibliography; "Fundamental Issue in Education of Culturally Different Students--Social Class or Culture?" The necessity for a transition from the Anglo middle class values and norms to a trans-cultural curriculum and methodology incorporating the cultural and class values of the minorities into a definitive overall program of teaching beginning in the middle grades.

PROGRAM STRATEGIES & DESIGNS FOR MULTICULTURAL EDUCATION

Andersson, Theodore & Boyer, Mildred. Bilingual Schooling in the U.S. (Out of print; available in libraries and other professional collections.) 1970. 2 volumes.

Planned as a study to serve as a guideline for the planning of bilingual programs. Gives history of bilingual schooling both in the U.S. and some other countries, sample curriculum models, alternative concepts of bilingual schooling, implications for education and society, outlines of needs in action and research, and brief articles on the state of education of various ethnic minorities in the U. S. The bibliography contains 870 annotated entries.

Annual International Multilingual, Multicultural Conference: Proceedings (1st, San Diego, California, April 1-5, 1973). April 1973. 65 p.

ERIC # ED 086409

The wide range of presentations covers such things as teacher training in Chicano studies; multi-media learning systems and bilingual education; Asian-American bilingual methodological concerns; Estudiantina: forming a student cultural music group; a bicultural perspective of Native Americans: Focusing on Bilingualism; arguments for utilizing bilingual education with the deaf; pre-school preparation for migrant education, home intervention: a self-contained center; bilingual syntax measurement; and the Filipino's search for a place in the sun.

Burger, Henry. Ethno-Pedagogy: A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Albuquerque: Southwestern Cooperative Educational Laboratory, Third Edition, 1971. 193 p.

ERIC # ED 024653

Shows that educational methods, curricula and subject matter can be made flexible. Reveals the patterns of various Southwestern ethnic groups and shows how ethnic traditions can be utilized rather than subjugated by the majority school system.

Cole, Michael, et al. The Cultural Context of Teaching and Learning. New York: Basic Books, Inc., 1971.

A cross-cultural research study done among the Kpelle children of Liberia combining anthropological, linguistic, and experimental techniques in studying cognitive processes. Proposes new applications for problem education performances among American minority groups.

Dubin, Fraica. The Problem "Who Speaks Next?" Considered Cross-Culturally. Arlington, Texas. 1973. 14 p.

ERIC # ED 082569

Second language instruction should incorporate the results of ethnomethodology research, such as inclusion of materials which explicitly point out those implicit, underlying rules for interaction used by Americans, especially where they differ from the student's own.

Ferguson, Henry. "Targets and Techniques in Cultural Learning." Social Science Record. Vol. II, No. 3, Spring 1974. pp. 9-12.

Emphasizes that multicultural education is based on the development of self-knowledge in students. Author stresses that multicultural education is providing exposure to cultural diversity at home and abroad and is gaining acceptance in the schools. Suggestions for the implementation of cultural education programs are made, including teaching strategies and materials.

Kessler, Carolyn. The Acquisition of Syntax in Bilingual Children. Washington: Georgetown University Press, 1972. 109 p.

Study of the acquisition of syntax in 6-8 year olds bilingual in Italian and English. Areas covered include: problems in child bilingualism, theoretical and research perspectives, design of investigation, contrasts in child bilingualism, and implications for language study.

Mazon, Manuel Reyes. A Design for Bilingual/Bicultural Education: A Process for Cultural Pluralism. March 1972. 25 p.

ERIC # ED 100161

Program design, planning, implementation and evaluation of programming teachers in the bilingual/bicultural field.

National Conference on Bilingual Education: Proceedings. Austin: DCBBE, 1973. 354 p.

Anthology of 32 symposia presentations; topics include: teaching Spanish to English-speaking children; teaching Spanish reading to the Spanish dominant child; administration, supervision and implementation of a bilingual school curriculum; techniques of measuring language development in bilingual programs; psychological features teachers must realize in the bilingual child; general description of bilingual programs that meet students' needs; the implications of early childhood education; two sides of the coin for the Navajo child: curriculum development in terms of tasks and individual criteria assessment of the tasks.

Pablano, Ralph. Ghosts in the Barrio: Issues in Bilingual/Bicultural Education. San Rafael: Leswing Preso, 1973. 374 p.

Readings include some views on the training and retraining of teachers and administrators, and instructional styles for the classroom and the barrio from the perspective of la raza.

Penalosa, Fernando. Chicano Multilingualism and Multiglossia. (no date), 12 p.

ERIC # ED 056590

The linguistic situation of the Mexican American community is complex, involving multiglossia and multilingualism. Various language codes and different blendings of English and Spanish are in use within the community. Educators should decide which code they will use in their planning. Research is needed to consider the various codes and their roles and relationships to improve the educational system for the Mexican American.

Pialorsi, Frank P. Teaching the Bilingual: New Methods and Old Traditions. Tucson, Arizona: University of Arizona Press, 1974. 274 p.

Readings by various authors in three sections: (1) bicultural understanding, (2) theories and experiences in multilingual communication and language learning, and (3) practical applications of theories and techniques in actual school programs.

Rich, John Martin. Education and Human Values. Redding, Massachusetts: Addison-Wesley Publishing Co., 1968. 155 p.

Designed for teachers -- analyzes and identifies cultural, organizational, moral and aesthetic values affecting education and presents the teacher's role as it imparts static norms into the classroom.

To Explain the Other to Myself. A Preliminary Discussion Paper on World Studies in Schools. London, England: One World Trust, 1974. 18 p.

ERIC # ED 083065

As part of a broad effort to develop qualities and attitudes of mind implied by phrases such as "global perspective" and "world minded news," this paper considers the main practical and theoretical questions which are likely to arise in developing a world studies unit in secondary schools: includes sources, literary content, tests, educational objectives.

Turner, Paul R., ed. Bilingualism in the Southwest. Tucson: University of Arizona Press, 1973. 352 p.

Articles to encourage the interdisciplinary (anthropology, linguistics, sociology, Spanish, education, etc.) exchange of ideas in the study of bilingualism in the Southwest. Part I: Mexican Americans; Part II: American Indians; Part III: Suggestions for Further Research.

Ulibarri, Horacio. Bilingual Education: A Handbook for Educators. Dallas: Southern Methodist University, 1970. 151 p.

ERIC # ED 038078

Gives program guidelines, procedures for program initiation, and an annotated bibliography. Stresses cultural, social and psychological concepts in sections on (1) objectives of bilingual education program, (2) program description, (3) teacher role, (4) material, (5) evaluation, (6) counseling, and (7) program initiation and implementation.

Ulibarri, Horacio. The Effects and Implications of Culturally Pluralistic Education on the Mexican American. (no date). 43 p.

ERIC # ED 05871

Establishing that cultural diversity may be nothing more than ecological adjustment and then examining the literature and research related to culturally pluralistic education, the author deals with Mexican American children and children from other minority groups in terms of growth and development (physical, mental, academic, and sociocultural).

The author recommends 3 areas for basic research: (1) lifestyle studies, (2) sociopsychological studies, and (3) educational studies. In addition, it is suggested that a new start for the education of multicultural children utilize an organizational systems approach. One figure and a 74-item bibliography are included.

We're Not All Alike. Washington, D.C.: National Education Association, 1973. 13 p.

Designed to help teachers, students and community members find out more about racial and ethnic groups in the U.S. Booklet is a collection of essays and an annotated bibliography of materials available from NEA. Tapes are discussions by Blacks, Asians, Chicanos, and American Indians and an exchange of ideas among these groups.

MODELS

Cardenas, Jose A. "Development of a Model for Bilingual/Bicultural Education,"
Aspira National Think Tank Report. Bilingual Education Educacion Bilingue.
Columbia, Maryland: March, 1973.

Details the elements imperative for the subsequent development of
a bilingual program (i.e.) definitions, philosophies, rationale, variables
and evaluation design.

Cardenas, Jose A. and Cardenas, Blandina. "The Theory of Incompatibilities."
Colloquy. June, 1972.

Explains the education program developed for the Edgewood Independent
School District in San Antonio, Texas. The theory is that incompatibilities
exist between the characteristics of Anglo instructional programs and the
characteristics of minority group students. Five areas of incompatibilities
have been identified: poverty, culture, language, mobility and perception.

Funkland, Arlo K., et al. "Evaluation of an Ethnic Studies Course Taught at
Mineral County High School." Education. Vol. 94, No. 2, Nov./Dec. 1973.

This study tested the hypothesis -- Is there a significant difference
in the attitude of students enrolled in ethnic studies as opposed to those
who are not? Measurement was the School Sentiment Index and score tables
are included.

Gay, Geneva. "Ethnic Minority Studies How Widespread? How Successful?"
Educational Leadership. Washington, D.C.: November, 1971.

A good overview and status report on ethnic study programs in
secondary schools. Focuses in on: common characteristics of such programs;
the inadequacy of relying on purely factual materials in instruction;
and the need to integrate cultural values and attitudes into the program.

Goodlad, John I. "Education for Mankind." International Understanding at School.
Vol. 26, November 1973. pp. 3-5.

Author expresses concern for the inclusion of the "unity of mankind"
concept into the school curriculum; outlines points at which to influence
curriculum and describes attempts to implement internationally his
perspective on education.

Gustafson, Richard A., et al. The Organizational Climate in Schools Having High Concentrations of Mexican Americans. Paper presented to the 51st Annual Meeting of the Western Psychological Assn., San Francisco, California. April 24, 1971.

ERIC # ED 053849

This paper focuses on describing the Abrazo schools by reporting on the administration of Halpin and Croft's organizational climate description questionnaire to assess the staff's perception of the school climate and to compare the resulting profile to the "norm" developed by Halpin and Croft.

Lambert, Wallace and Tucker, G. Richard. Bilingual Education of Children--The St. Lambert Experiment. Rowley, Massachusetts: Newbury House, 1972. 264 p.

Describes a community based, Canadian project aimed at developing native-like skills in a second language. Special attention on the programs, effect on pupil's attitudes and their views of the project details of research plan and procedures.

Linot, John and Nosse, Marilyn. The Cutler-Orosi Intercultural Center. September 1970. 15 p.

ERIC # ED 051715

The concept of an intercultural center, primarily located in "inner city" areas with a high concentration of low income minority groups, is explored in this discussion of the Tulare County, California Institution. An attempt to reach and teach members of minority groups precludes a formalized approach to instruction and seeks to develop greater intercultural understanding through alternative methods of teaching.

Lumm, Clifford and Banks, Rose Marie. "What are the Characteristics of a Culturally Pluralistic School?" Educational Leadership. Vol. 32, No. 3, December 1974. p. 179.

Study of Hanley Jr. High School in Missouri. Covers school staffing; curriculum; student body make-up, leadership and involvement; role of the P.T.A. and community participation.

Mackey, William F. Bilingual Education in a Binational School. Rowley: Newbury House, 1969.

A description of the John F. Kennedy School in Berlin, a school serving a community using two languages, German and English. Describes the objectives and curriculum, the manner of teacher training, and the selection and preparation of materials.

Ulbarri, Horacio. Interpretive Studies on Bilingual Education. Arlington, 1970. 99 p.

ERIC # ED 038079

Evaluations of on-going public school projects in bilingual education.

Valencia, Atilano. Bilingual/Bicultural Education: An Effective Learning Scheme for First Grade and Second Grade Spanish-Speaking, English-Speaking, and American Indian Children in New Mexico. August 1971. 134 p.

ERIC # ED 054883

The 1970-71 evaluation of the Grants, New Mexico, bilingual education project is reported through narrative description of tests administered and their results, statistical findings from analyses of variance or covariance of test results, and conclusions and recommendations based on test results. Also a questionnaire was designed and administered to ascertain perceptions and attitudes of school personnel about the bilingual program components. There are 24 tables.

Weinstein, Gerlad and Fantini, Mario P. Toward Humanistic Education: A Curriculum of Effect. Washington, D.C.: Praeger Publishers, 1972.

Presents a model for helping teachers generate new content and techniques and to assess the relevance of existing curriculum, etc. The model is based totally on the identification and classification of each group's needs.

Wilson, Herbert B. "Quality Education in a Multicultural Classroom." Childhood Education. Vol. 50, No. 3, January 1974.

Study of the Nogales Elementary Bilingual Project. The staff of 15 and all 480 students participate in this totally bilingual program. Discusses important factors contributing to projects success: teacher training, instructional aids, special attention to home-school relationships, etc.

CURRICULUM DEVELOPMENT

Dunfee, Maxine. Ethnic Modification of the Curriculum. Washington, D.C.: NEA Assn. for Supervision and Curriculum Development, 1970.

ERIC # ED 062469

This publication reports the proceedings of the Invitational Conference on Ethnic Modification of the Curriculum--later revised by the participants to be known as the Invitational Convention on Curriculum Modifications for Ethnic Emphasis--convened in St. Louis, Missouri on November 20, 1969. The purpose of the invitational conference was to call together a small group of people to explore the question of what modifications of the curriculum can be made to better serve the educational needs of children and youth from various ethnic groups.

Henderson, Ellen C. Teaching Reading to Bilingual Children. Jericho: Exposition Press, 1972. 160 p.

Presents a step-by-step approach to teaching reading through phonics in the first grade, teaching people to speak English, remedial reading and adult reading.

Herman, Judith, ed. The Schools and Group Identity: Education for a New Pluralism. October 1974. 73 p.

ERIC # ED 097399

Review of existing materials in multi-ethnic studies and curricula. Points out available and innovative possibilities in the area suggesting that adding ethnic dimension to existing curricula need not be difficult.

Katy, Joseph. "Multicultural Curricula." Education Canada. Vol. 14, No. 3, September 1974. p. 43.

Teaching basic skills is not sufficient to prepare students for citizenship in today's world. The author feels that the lack of curricula concerned with the values and culture of Canada leads to an imbalanced education and presses for such courses to be implemented.

Levenson, Stanley. Planning Curriculum for Bilingual Education Programs: Kindergarten through Grade 12. May 5, 1971. 13 p.

ERIC # ED 053587

This speech provides an outline of the planning procedure and framework for the curriculum used in the bilingual education program, Project Frontier, at Chula Vista, California. It explains the goals of the project which is gradually being expanded to all grade levels, and it describes how the goals are interwoven into a framework made up of units of learning at any one level. A diagram showing the framework is included along with a chart showing the steps followed in the curriculum development. A bibliography is included.

Lado, Robert. Linguistics Across Cultures. Ann Arbor, Michigan: University of Michigan Press, 1957. 140 p.

Uses non-technical vocabulary in demonstrating the role that descriptive linguistics can play in a language-teaching situation. Compares sound systems, grammatical structures, vocabulary systems and cultural patterns.

MacLeish, Andrew. Adapting and Composing Reading Tests. Arlington, 1968. 16 p.

ERIC # ED 021211

Steps in composing reading texts and methods for analysis of reading material content of second language reading texts in use.

Passow, Harry. "New Curricula for Multi-Ethnic Schools," Equal Opportunity Review. June 1975. 7 p.

ERIC # ED 109293

Paper asserts most urban and suburban schools are socially and ethnically oriented, consequently curricula should be suited to a culturally diverse population which does not attend diverse schools.

Rodriguez, Raymond. Cultural Pluralism: Lumping vs Splitting. March 1975. 17 p.

ERIC # ED 103879

Multicultural literature can be used by preservice and inservice teachers of English to develop in themselves and their students, awareness of both the universal characteristics and differences among peoples.

Saville-Troike, Muriel, ed. Classroom Practices in ESL and Bilingual Education, Volume 1. Washington, D.C.: TESOL, 1973. 96 p.

First in a series planned to acquaint teachers with successful methods and materials used in TESOL and bilingual education contexts. Articles written by teachers on "Teaching Spanish to Spanish-Speakers," "Reading as Skill, Structure, and Communication," "Composition and Advanced ESL Students: Teaching Strategies and Illustrative Materials," "Navajo Language Development: Kinship Terms," and "Jeux." Some are followed by lists of additional readings.

Saville-Troike, Muriel. A Handbook of Bilingual Education. Washington, D.C.: TESOL, 1971. 80 p.

Stresses the need for administrative and pedagogical decisions and procedures in bilingual education to be based on an understanding of linguistic, social, psychological and cultural factors affecting students, and discusses these factors. The section on design gives a step-by-step plan for developing bilingual education programs. "Languages of Instruction" discusses differences to watch for; pedagogical considerations include curriculum and practical teaching suggestions. Various tests and testing hints are discussed.

Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language Educators. Skokie: National Textbook Company, 1974. 188 p.

Designed as a teacher's resource or as a methods course; suggests means for (1) identifying cross-cultural communications skills, (2) writing goal-related performance objectives, and (3) planning cultural instruction. Learning activities, sensitivity techniques, and testing techniques are discussed. Some 400 sources of cultural information are listed.

Short, Rodney J. "How to Teach in a Multicultural Classroom," School Health Review. Vol. 5, No. 5, September/October 1974. pp. 4-6.

Provides information on teaching techniques, classroom environment and cultural factors to be considered in teaching a multicultural classroom.

Spurgin, John H. and Smith, Gary R. Global Dimensions in the New Social Studies. Washington, D.C.: American Political Science Assn, 1973.

ERIC # ED 085291

This paper provides information in the area of comparative, international and multicultural education, including course descriptions for secondary education, curriculum evaluation and curriculum study centers.

The Underdeveloped Countries-Grade Twelve Resource Unit III Project Social Studies. Minneapolis: Minnesota University, Project Social Studies Curriculum Center, February 1974. 130 p.

ERIC # ED 83109

This is the third of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is the underdeveloped countries. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit focuses on the problems of underdeveloped countries around the world in order to understand the relationship of these problems to foreign policy issues facing the United States, to study in more detail causes of the problems and difficulties of introducing technological change, and to consider policy alternatives facing not only the underdeveloped countries but also the U. S.' foreign aid and trade policies. These alternatives involve a series of value conflicts as well as non-normative questions related to the consequences of different courses of action.

Wolsk, David. "New Approaches to Education for Cultural Understanding." International Understanding at School. Vol. 25, June 1973. pp. 41-47.

Describes examples of units being implemented in UNESCO Associated Schools in eight countries focusing on international understanding. The units have as a broad goal the development of the relationships between self understanding, acceptance, and the understanding of personal, social, economic, and political relationships at all levels of society.

TEACHER EDUCATION AND TRAINING

Barker, Kenneth H. and Al-Rubaiy A. Comparative Education and the Restructuring of Teacher Education: An Opportunity for Quality and Service. Paper presented at the Annual Meeting of the Comparative and International Education Society. San Francisco, March 26-29, 1975. 29 p.

ERIC # ED 109058

Circumstances are demanding a comprehensive restructuring of teacher education in this country toward comparative multicultural, and international education. The impact of restructuring on the future of teacher education nationally will undoubtedly cause numerous difficulties. But an opportunity to demonstrate the power and relevance of foundational studies cannot be missed. Comparative education can make a substantial contribution to the teacher preparation programs. It has the potential to offer: (1) a legitimate body of knowledge derived from intercultural and multicultural experiences that can enrich and enhance teacher education, and (2) appropriate methodologies for inquires, theory-building, and for drawing and validating generalizations.

Castaneda, Alfredo and others. New Approaches to Bilingual/Bicultural Education--Teacher Training Manuals. Austin: DCBBE, 1974.

Manuals supplemented (optional) with videotapes providing 10-15 minute programs, with accompanying quizzes for self-assessment. Titles include: A New Philosophy of Education. 24 p., contrasts melting pot and enforced acculturation with cultural democracy or acculturation assistance; Mexican American Values and Culturally Democratic Educational Environments. 28 p., discusses conflicts children may experience when cultural loyalties are undermined, specific strategies for teaching curriculum development, extracurricular activities, family involvement and classroom arrangement; Introduction to Cognitive Styles. 24 p. Field Sensitivity and Field Independent Teacher Strategies. 20 p. Developing Cognitive Flexibility. 20 p. Concepts and Strategies for Teaching the Mexican American Experience. 20 p. Self-Assessment Units. 52 p.

The Cultural Literacy Laboratory: A New Dimension in Multicultural Teacher Education. November 1973. 58 p.

ERIC # ED 087698

The goals of the cultural literacy laboratory is to provide educators with crosscultural adaptive skills needed to acclimate to different cultures and to reduce the effect of culture shock. These skills are of particular importance to teachers working in bilingual and multicultural classrooms. A culturally literate educator is one who is aware of his ethnicity and who possesses the skills of crosscultural communication.

Dawson, Martha E. "Community Based Multicultural Teacher Education in Comparative Perspective." Teacher Education Series. Vol. 2, No. 5, December 1973. 23 p.

ERIC # ED 099315

This paper is in two parts: first description of means and objectives of community-based multicultural teacher education program (test courses and description); secondly outlines a model for community-based multicultural teacher education in foreign countries (particularly Africa).

Hernandez, Norma G. Multicultural Education and CBTE: A Vehicle for Reform. 1974. 25 p.

ERIC # ED 091386

Paper discusses competencies necessary to teach in a culturally diverse society. Also a model of sociocultural component for training teachers at U.T. and a 19 page bibliography.

Klingstedt, Joe Lars. Teachers of Middle School Mexican American Children: Indicators of Effectiveness and Implications for Teacher Education. Arlington, 1972. 47 p.

ERIC # ED 059828

A summary of research and related literature on the problems of identifying indicators of teacher effectiveness and includes: (1) traditional indicators of teacher effectiveness, (2) new trends in identifying indicators of teacher effectiveness, and (3) implications for teacher education in the form of a teacher education model.

Palomares, Uvaldo. "Nuestros Sentimientos Son Iguales, La Diferencia es en la Experiencia." The Personnel and Guidance Journal, Vol. 50, No. 2, October 1971.

Article for counselors of minority students. Includes a background section on student attitudes toward their own ethnicity; training for counselors, steps for counselors to overcome problems in interracial intercultural communications.

Perales, Alonso M. Training Teachers for Bilingual/Bicultural Education. Arlington, 1973. 47 p.

ERIC # ED 084751

Report of a special Task Force on Bilingualism; outlines six steps to improve bilingual education, including recruitment of teachers and teacher training.

Pettigrew, L. Eudora. Competency Based Teacher Education: Teacher Training for Multicultural Education. 1973. 38 p.

ERIC # ED 092486

This paper defines CBTE, and discusses relevant competencies, some problems and issues and some assessment strategies. Includes topics such as: educators ignoring the problem of ethnic pupil's achievements; teachers holding biased stereotypical views of minority pupils, etc.

Sullivan, Allen R. Cultural Competence and Confidence: A Quest for Effective Teaching in a Multicultural Society. June 1974. 28 p.

ERIC # ED 091388

Competency based teacher education as a ways of aligning rhetoric of U. S. education goals with reality by distributing responsibility for effective education throughout the system. Areas of CBTE included: innovation and minority education; community & schools; curricula in minority education.

Zintz, Miles V., et al. The Implications of Bilingual Education for Developing Multicultural Sensitivity through Teacher Education. September 1971. 76 p.

ERIC # ED 054071

Teachers must be continuously alert to the different languages, values, and customs and seek to understand students as real people. Otherwise the student who must learn English as a second language develops insecurity instead of security. The bilingual/bicultural program encompasses all the domains of the learning process. The student should acquire the concepts and skills of two languages, and should attain a positive self-image through the understanding of the value of his own culture. A multicultural program increases the appreciation of the contributions of other cultures, and fosters the democratic ideals.

COMMUNITY INVOLVEMENT STRATEGIES

Bilingual Alternatives for Secondary Teachers and Aides. Berkeley: Bay Area Bilingual Education League. 13 p.

Describes information of Project BASTA, a secondary bilingual consortium and includes brief description of the main problems in each of the four participating school districts and areas of cooperation: program development, curriculum development, parent-community involvement.

Cruz, Lupe. Edited by Gene Carillo. Guide for Bilingual Community Liaison. Berkeley: BABEL, 1972. 17 p.

Explanation of the liaison position and reasons for it, guide to resources in community, community assignment sheet, sample parent questionnaire, and calendar of activities in the community.

Ferguson, Irene. Parental Involvement Handbook. Austin: Education Service Center, 1973. 47 p.

A "how to" guide to help educators formulate a plan to involve parents and community in school decisionmaking process.

Halton, Clara K. "The Challenge of Change: Roles and Relationships." Educational Leadership. Vol. 29, No. 2, November 1971. pp. 136-138.

Discusses the issues of community control of schools using an existing model. The conceptual framework of the project-CAPTS (Community Administrators, Parents, Teachers, Students) provides a method for collective decisionmaking. Delineates programs attempted within this structure and the successes v failures.

Humanizing Education in the Seventies: Imperatives and Strategies. Washington, D.C.: NEA, 1974. 50 p.

ERIC # ED 099275

Collection of speeches and reports from conference on civil and human rights. Includes: Community involvement; cultural pluralism, educational discriminations.

Language Development Resources for Bilingual Education. Experienced Teacher Fellowship Program, University of Arizona. Austin: DCBBE, 1974. 266 p.

Designed to help the elementary teacher of Mexican American children. Includes parent participation information and activities and detailed description and suggestions for learning activity centers in the classroom, as well as a bibliography of resources.

Parental Involvement Series. ESEA Title VII, Bilingual Education Projects, Washington, D.C.: U.S.O.E., 1971.

Includes 5 surveys and questionnaire forms designed to determine parental attitudes, involvement and evaluation of their children's bilingual education.

Parent Questionnaire on Bilingual Education. (no date). 16 p.

ERIC # ED 058803

This document provides a questionnaire to be used to determine the attitudes and influence of parents who have children in bilingual education programs. Thirty seven questions are listed, covering such factors as family background, language usage at home, and aspirations for the education of the children. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information.

Stent, Madelon D., and others. Cultural Pluralism in Education: A Mandate for Change. 1973. 167 p.

ERIC # ED 086782

Studies discuss: ethnic studies, bilingual education, and development of materials for teaching in a culturally pluralistic society emphasizing to schools and communities cultural diversity.

Williams, Charles T. "Involving the Community in Implementing Cultural Pluralism." Educational Leadership. Vol. 32, No. 3, December 1974. 170 p.

"How to" guide for promoting community involvement. Three specific headings are discussed: (1) cultural pluralism -- what the community must know; (2) awareness and understanding by the school's staff; and (3) what the community can do.

EVALUATION AND TESTING

Avila, Edward A. de and Havassy, Barbara. I.Q. Tests and Minority Students. Austin, Texas: DCBBE, 1974. 38 p.

Information about I.Q. tests based on translations, ethnic norms and other elements not equally familiar to minority children.

Checklist for Selecting and Evaluating U.S. History Texts. National Education Association, Washington, D.C., 1973. 13 p.

ERIC # ED 097241

Guidelines for selecting multi-ethnic materials: should portray cultural pluralism as a value to respect; should examine the forces and conditions which operate to the advantage/disadvantage of minority groups and women.

Evaluation Guidelines for Multiracial/Multicultural Education. Arlington: National Study of School Evaluation, 1973. 64 p.

Designed for voluntary optional use to evaluate the aspects of secondary school programs and operations which shape attitudes of students toward various cultures in the U.S.

Evaluation Instruments for Bilingual Education: A Bibliography. Austin: DCBBE, 1975. In progress.

Over 200 testing instruments which have been used for assessment in U.S. bilingual programs, many are tests developed by Title VII ESEA-funded projects and are available only from projects.

Green, Donald Ross. Racial and Ethnic Bias in Test Construction. Arlington, Texas: 1971.

ERIC # ED 056090

Analysis of California Achievement Tests using seven subgroup: northern white suburban, north black urban, southern white suburban, southern black rural, southern white rural, southwestern Mexican urban, southwestern Anglo-American suburban.

Jackson, Stephan L. and McCallon, Earl. The Cross-Cultural Attitude Inventory: A Report on Item Analysis and Stability. Paper presented at American Educational Research Assn. Meeting, New Orleans, Louisiana, 1973. 14 p.

ERIC # ED 073885

The "cross-cultural attitude inventory" was constructed to measure one of the objectives of the bilingual education project of Region XIII Education Service Center in Austin, Texas, serving children aged 6 to 10 years.

The educational objective which needed to be measured was whether "the children are taught the history and culture heritage which reflect the value systems of speakers of both languages." The Elementary and Secondary Act, Title VII project sites chosen for testing included the Artesia, New Mexico; Alice, Texas; and the Los Nietos and Collier County, California project sites. Data for item analysis were collected through the testing of 313 primary grade children.

Lopez-Ferrer, Edgardo; and others. Content Analysis Schedules for Bilingual Education. Bilingual Education Center.

ERIC # ED 078705

Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are various graphs and tables which supply additional data.

Reich, Carol and Purbhoo, Mary. Cultural Contacts, Attitudes and Understanding. October 1973. 34 p.

ERIC # ED 084212

An investigation of the effects of contacts with people of other cultures. Focused on 9 Canadian secondary schools with varying levels of ethnic density. Appendices include: scoring guidelines; scores of the three tolerance measures.